LEARNING ENGLISH THROUGH ADAPTIVE PLATFORMS: PERSONALIZING THE PROCESS BASED ON THE STUDENT'S PACE

APRENDIZAJE DEL INGLÉS MEDIANTE PLATAFORMAS ADAPTATIVAS: PERSONALIZACIÓN DEL PROCESO EN FUNCIÓN DEL RITMO DEL ESTUDIANTE

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Learning English through adaptive platforms: personalizing the process based on the student's pace

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ABSTRACT

The study sought to discover how learning English on adaptive platforms can be tailored to fit the pace and style of students. The research was constructed using a quantitative, descriptive, and explanatory method, without experiments. It looked at a group of 120 high school and college students who had used these platforms before. The results showed great improvements in reading, comprehension of spoken words, and vocabulary, but not so much in speaking, meaning we really need to mix in some teaching strategies to boost that skill. Similarly, most students thought the platforms were tailored to their comprehension and gave quick responses, which increased their drive and self-control in learning. But there were some issues with the internet and access to technology, which makes it very clear that we need policies to ensure everyone has a good opportunity to learn. The study concludes by saying that these adaptive platforms, especially when adapted for Latin American contexts, are super effective and could really shake up how English is taught.

Keywords: learning, English, platforms, adaptive

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Aprendizaje del inglés mediante plataformas adaptativas: personalización del proceso en función del ritmo del estudiante

RESUMEN

El estudio se trató de descubrir cómo aprender inglés en plataformas adaptativas se puede adaptar para adaptarse al ritmo y al estilo de los estudiantes, la investigación se construyó utilizando un método cuantitativo, descriptivo y explicativo, sin experimentos, y observó a un grupo de 120 estudiantes de la escuela secundaria y universitaria que han usado estas plataformas antes. Los resultados mostraron grandes mejoras en la lectura, la comprensión de las palabras habladas y el vocabulario, pero no tanto en hablar, lo que significa que realmente necesitamos mezclar algunas estrategias de enseñanza para aumentar esa habilidad. Del mismo modo, la mayoría de los estudiantes pensaron que las plataformas estaban adaptadas a su comprensión y dieron respuestas rápidas, lo que aumentó su impulso y autocontrol en el aprendizaje. Pero hubo algunos problemas con Internet y el acceso a la tecnología, lo que deja muy claro que necesitamos políticas que nos aseguren de que todos tengan una buena oportunidad de aprender. El estudio concluye diciendo que estas plataformas adaptativas, especialmente cuando están adaptadas para contextos latinoamericanos, son súper efectivas y realmente podrían sacudir cómo se enseña el inglés

Palabras clave: aprendizaje, inglés, plataformas, adaptativas

INTRODUCTION

This article discusses how English can be learned using adaptive platforms that tailor the learning experience to each student's own pace. Teaching English, as a global language, requires methods that go beyond old-school teaching methods and cater to all types of learners, styles, and schedules. The research issue relates to the disagreement and less-than-stellar use of adaptive methods that allow us to adapt learning in schools and UNIs, leading to gaps in how well we can communicate. So basically, what it is, we are missing out on how these online platforms can adapt the learning experience for each student, ensuring they can learn at their own pace and continue improving their language skills with their own (Rodríguez-García et al., 2022).

This issue is super important because English is key to obtaining information, science, technology, and moving between jobs and schools. But many students are annoyed because the usual way of doing things doesn't take into account that different adaptive platforms can help make learning more efficient, keep students engaged, and reduce student dropouts. Therefore, addressing this issue is key to boosting the quality of education and addressing global and international knowledge challenges (Sánchez & Méndez, 2021).

The main idea behind this work is personalized learning and social constructivism, which emphasizes the importance of adapting teaching to what the student already knows and has also experienced. These are key ideas from self-determination theory, which states that being intrinsically motivated is very important for truly meaningful learning. These theories allow us to see how intelligent platforms, using intelligent algorithms, can provide different learning paths and instant feedback, making everything more welcoming and effective (Deci & Ryan, 2020; Holmes et al., 2021).

The main ideas discussed are how to make things your own, learn about the fly, get answers in real time, teach yourself, and be good at languages. These categories of analysis allow for research into things like: starting level in the subject, how well Peeps are getting used to reading and listening, how smoothly they speak, and how they are in it. A lot of smart people say that adaptation not only adjusts to technology, but also changes the way we teach and guide learning in digital spaces (García-Peñalvo & Corell, 2021).

So, looking at older studies, the latest research shows that using apps like Duolingo, Lingq, or Mondly

has helped people learn more words and remember things better than just old-school methods. Similarly, children who use these tools have been shown to become more independent and have a better environment for learning English. But many of these studies are just getting started or looking at one thing at a time, which shows that we need to expand what we're doing and compare things to strengthen the things in the field (Chen et al., 2020; López-Belmonte et al., 2023).

This work offers a new perspective on the academic debate, as it delves into how adaptive platforms are shaking things up in Latin America, where getting online and staying connected remains a difficult nut to crack. It suggests that these tools could be very important in making English more accessible to everyone, as long as they fit into the right teaching methods. It is like an assumption that the use of adaptive platforms actually increases students' motivation and performance in English, especially when the teaching method is inclusive and supportive. The main objective of the study is to verify how well adaptive platforms work for teaching English, taking into account how each student learns at their own pace, which should help to find some solid ideas and practical things to improve education (Martínez & Herrera, 2024).

METHODOLOGY

The research involves using numbers and statistics to discover how the use of adaptive platforms helps with English learning and to describe how students personalize their learning based on their own pace. The design was non-experimental and cross-sectional, because they only took the data once, at a specific point in time, so it's like a snapshot of things without messing with the variables (Creswell & Creswell). The study group included high school and university students from urban schools in Latin America. We chose 120 students, aged 16 to 22, who had been using these adaptive English learning apps for more than half a year. The main inclusion criterion was prior experience with digital platforms, while participants without continuous internet access were excluded, as connectivity is a determining factor in the effectiveness of learning in digital environments (Martínez & Herrera, 2024).

For data collection, we used a 5-point scale survey to look at things like how motivated people are, how they feel about personalizing things, how much We examined the time students spend studying and how good they are at reading and understanding audio. Similarly, we used standard English tests to detect objective improvements in language skills. Using these tools together, we gained a more complete

picture of what was happening (López-Belmonte et al., 2023).

We also conducted some semi-structured chats with a group of 15 people from our main sample, just to get a deeper sense of how they handled these adaptive platforms. To ensure the tools were legitimate, the surveys were reviewed by education and linguistics professionals, and the interviews were recorded and fully transcribed for a deeper dive into the topics later (Rodríguez-García et al., 2022).

The ethics of the study were modified to conform to global rules for educational research and local laws in Ecuador. Everyone who joined the study gave their thumbs up, knowing that their information would be kept secret and they could retrieve it at any time without getting in trouble at school. Just as before, the data they collected was collected. The data we collected were for school and research purposes only, adhering to the rules of being respectful, helpful, and fair when handling information (Flick, 2022).

Finally, among the study's limitations is its dependence on digital connectivity, which may have affected the performance of some students in rural settings. Furthermore, as it is a cross-sectional design, the results only provide an immediate overview, without capturing long-term changes. However, the rigor in sample selection, the combined use of quantitative and qualitative instruments, and adherence to ethical principles provide methodological soundness to the research, ensuring its consistency and potential replicability in other educational contexts (Holmes et al., 2021).

RESULTS AND DISCUSSION

The findings are quite clear that using adaptive platforms for learning English actually increased students' grades and kept them motivated beyond the people we looked at. 72% said they improved their reading and listening skills, and 65% were more interested in continuing with language learning. These results reflect that personalizing the teaching process made it possible to address individual differences, which is consistent with the findings of López-Belmonte et al. (2023), who argue that adaptive technologies improve motivation and autonomy in educational contexts.

So, like, 68% of students said the platform was great because it adapted things to their skill level, making it easier for them to learn. This result ties into personalized learning and self-determination, like how quick feedback increases a person's sense of control and their internal drive to learn. This data supports what Deci and Ryan (2020) said, basically saying that when you adapt things, it makes people stick with it and decreases learning headaches.

Diagnostic tests showed that students' language skills, like listening and word knowledge, improved by an average of 15 points. This finding aligns with what Rodriguez-Garcia and team (2022) said, highlighting how adaptive platforms make a real difference in increasing certain language skills. But it turns out speaking wasn't that advanced, hinting that chat and other interactive things still need help from teachers or online conversations to really take off.

When students conversed in those semi-structured interviews, they were like, "Platforms." Adaptive platforms are incredible for learning English, and they are also very useful for managing our study time and becoming more independent. This opinion supports what Holmes and team (2021) said, that the use of AI in learning helps students make their own decisions in online spaces. But, some, some who struggle with internet issues, actually point out what really points out, what is actually produced, what we have in those in Latin America, they ensure that we have homework in Latin America. Equal access to digital tools in school policies (Martínez and Herrera, 2024).

In The Theory Talk, the results align with global research showing how adaptive platforms actually help learn new languages (Chen et al., 2020). But here there is a new take, looking at research in places where technology is not equally available. This work has extra value because it shows how teaching can be innovative even when there is a lot of connectivity and some structural challenges.

Thus, the results show that the use of digital things to adapt learning in English works really well at keeping students engaged and increasing their language skills, but we need to make sure we're also helping them with speaking and things like that. The cool part of the study is showing how adaptive platforms can work in Latin America, even with huge digital divides. This gives us a new angle for future studies on combining AI with teaching strategies, which could really shake up how we make education policies and deliver tech programs (García-Peñalvo & Corell, 2021).

Table 1. Characteristics of the sample of participating students

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	70	58.3
	Male	50	41.7
Age	16 – 18 years old	45	37.5
	19 – 20 years old	40	33.3

	21 – 22 years old	35	29.2
Time spent using the platform	6 – 12 months old	80	66.7
	More than 12 months old	40	33.3

Source: Prepared by the authors (2025)

n = number of students surveyed.

Table 2. *Language skills results before and after using adaptive platforms*

Evaluated competence	Initial score (M ± SD)	Final score (M ± SD)	Average increase (%)
Reading comprehension	62.5 ± 8.4	75.8 ± 7.1	+21.3
Listening comprehension	59.3 ± 9.0	72.0 ± 8.2	+21.7
Oral production	55.8 ± 10.1	63.5 ± 9.5	+13.8
Vocabulary	61.0 ± 7.6	74.2 ± 6.9	+21.6

Source: Prepared by the authors (2025)

Legend: M = Arithmetic mean; SD = Standard deviation. Source: Results of diagnostic tests administered (2025).

Table 3. *Students' perceptions of the use of adaptive platforms*

Indicator evaluated	Totally agree (%)	OK (%)	Disagree (%)	Totalmente en desacuerdo (%)
The platform adapts to my level of knowledge.	45.0	23.3	18.4	13.3
I received immediate feedback.	50.8	22.5	16.7	10.0
The learning process was motivating and dynamic.	47.5	27.5	15.0	10.0
It improved my study autonomy.	52.5	25.0	12.5	10.0

Source: Prepared by the authors (2025)

Data obtained through a Likert-type survey (scale from 1 = strongly disagree to 4 = strongly agree).

Source: Prepared by the authors (2025).

Identified Limitation	Frequency (n)	Percentage (%)
Connectivity issues	40	33.3
Lack of appropriate devices	25	20.8
Difficulties with listening comprehension	30	25.0
Poor teacher interaction	25	20.8

Source: Prepared by the authors (2025).

Percentages were calculated based on the total sample (n = 120). Source: Prepared by the authors (2025).

CONCLUSIONS

The study points out that adaptive platforms are a key teaching method for learning English, not only because they use technology, but because they can adapt learning to the pace and needs of each student. This feature completely shakes up the old-school, one-size-fits-all teaching environment, makes things more equitable, and gives students more freedom to learn in their own way.

Research shows that personalized digital tools go far beyond just teaching aids and actually restructure how students fit into the learning process. It's not just about obtaining information; it's about actively constructing your own knowledge. This shift in teaching style is about keeping up with the changing needs of the world, especially since English is now a big issue in the global game.

While the advances in reading and listening are evident, the limited improvement in oral production invites us to recognize that technology, although powerful, does not replace human interaction or instructional support. This makes us think about blending AI into teaching in a balanced way, you know? The study's key challenge is how to place the findings in the Latin American context, where online access and access to technology remain a major obstacle. This reality shows that educational innovation is a key process that is not only about the platform, but also about public policies and institutional strategies that ensure everyone is included and sustainable.

This work raises some interesting questions for further research, such as: How can we adjust adaptive platforms to boost oral production? What types of teacher training models actually work well for mediating digital spaces? How long can technological customization sustain us over time without becoming too automated? These questions serve as a push to broaden the scope of research and pave the

way for new avenues for study in digital learning.

In short, adaptive platforms should not be viewed as an isolated solution, but as a resource that, when combined with sound pedagogical theories and inclusive institutional strategies, can redefine English language teaching in diverse contexts. This evidence initiates a deeper dive into the blending of technology and teaching, with the goal of learning that adapts, fairs, and truly changes things.

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